

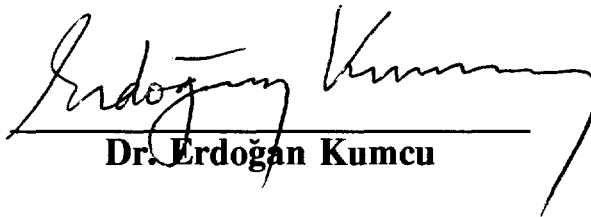
**Survey of Faculty Opinion on
International Education at Ball State University**

An Honors Thesis (ID 499)

by

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ABSTRACT

This research was conducted to assess faculty awareness and attitudes toward international education at Ball State University. From a sample of 294, 170 questionnaires were returned producing a 57.48 percent response rate.

A variety of areas were identified as being a part of international education. Most faculty believe that Ball State has a policy pertaining to internationalizing education and that university leadership is "somewhat dedicated" to international education. Responses tended to be scattered in regard to whether international education is stressed in the respondents' area of teaching. Faculty interested in international education are more likely to respect faculty involved with international activities. The majority of faculty had heard of and encouraged student participation in the study abroad programs.

Nearly all faculty were aware of most of the international activities and events offered at Ball State. Financial burden and teaching load were identified as the two most important factors in preventing faculty from participation in international activities. A majority of the respondents, 74%, were fairly or somewhat satisfied with the level of internationalization of the curriculum at Ball State, while more than half, 52%, believe an international component should be included in degree requirements.

The largest number of respondents felt that the strategy to internationalize the curriculum should be infusion by introducing comparative, international and cross-cultural dimensions into pre-existing courses throughout the curriculum. Increased international understanding and increased cultural awareness were considered to be the most important benefits to be gained by faculty. Special travel allowances were ranked as the most important type of incentive for international involvement while salary increases were ranked least important.

The university's top leadership needs to be more convincing concerning their dedication to international education and show faculty that international education is a high priority, especially through provision of increased financial support and publicizing of special travel allowances.

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Purpose and Scope

Global interdependence is becoming increasingly more and more evident in the world today. Yet , in the United States there is much evidence to show a need to become more knowledgeable and more competitive in the international arena. "The United States is facing steadily tougher competition in world markets. Only 250 firms account for 80 percent of its exports indicates weakness in the nation's exporting." (Groennings, 1983)

According to Joseph Lurie, on a test administered nationally to college seniors that was designed to assess knowledge and perceptions of global issues and relationships, United States citizens do not have much international knowledge. For example, few college graduates knew that more than half of the world's people have an income of less than \$150 per year (DiBaggio, 1988). In the October, 1978 issue of Change magazine, a national assessment of the world knowledge of United States high school seniors showed that 40 percent thought that Israel was an Arab nation (Schmuckler and Sommers, 1988).

Americans' lack of global knowledge is apparent from these examples. Individuals are blaming the universities for this lack of global knowledge. According to New York President John Brademas in the Spring 1987 issue of Educational Record,

Our ignorance, which extends to countries around the globe, seriously compromises our position in the world. Colleges and universities in the past 20 years have been partly to blame for this problem; they must now become part of the solution.

If a university is truly internationalized, then no student can graduate from it without acquiring a global perspective. Much of the literature on internationalizing the university focuses on the issue that the university as a whole has to be committed including the administration, faculty, and staff. However, the largest part of university commitment rests with the faculty.

Faculty must be committed to internationalization, because they will play one of the most important roles in influencing students' opinions. If faculty are committed, they will be willing to conduct international or foreign research, or to participate in international programs available on and off campus and then share the information with their classes. If faculty place a high value on internationalization indicated by their actions, they would encourage students to become involved or excited about the dimension of international education.

Unfortunately, the following quote by a university president is more often the case. "The foreign experiences of our faculty members are little exploited in the classroom, because of bias, or inertia, or a simple unwillingness to share or allow others to share." (Tonkin, 1988)

The purpose of this study was to collect information about Ball State University faculty and their participation in international activities, involvement with internationalizing the university, and opinions on international education as a whole.

Objectives

The survey focuses on five main areas concerning faculty and internationalization.

1. Awareness of and attitudes toward international education (Questions 1-5).

2. Awareness of and involvement with study abroad programs and international activities (Questions 6-7, & 9).
3. Attitudes toward internationalization of the curriculum (Questions 10-12).
4. Awareness of and attitudes toward benefits and faculty incentives for international involvement (Questions 8, & 13-14).
5. Demographics of the sample (Questions 15-19 & color coding).

After examination of the results, knowledge will be available to help make recommendations to increase participation in and improve the international education process at Ball State University.

The first area focuses on faculty's level of awareness of and their attitudes toward international education. Much of the literature on internationalizing the university focuses on the issue that the university as a whole has to be committed. Ball State University, on the surface, seems to show that commitment.

In Ball State's mission it is stated that "increasingly it is offering programs with appeal to international audiences." It is also stated that "students along with professors" will have "an appreciation for aesthetic and cultural pursuits and an awareness of the importance of international affairs in modern society (B.S.U., 1990-92)." These statements make one feel there is a real commitment. This study will hopefully help in perceiving if and how dedicated faculty are to these sections of the mission statement.

The second area focuses on faculty's level of awareness and involvement in study abroad programs and international activities. This level of awareness and involvement in study abroad has in many cases had a direct positive correlation with one's interest level in internationalizing the university. International activities can include involvement with foreign students in classrooms or with international events on campus. The level of awareness and involvement will give guidance for possible marketing plans.

The third area focuses on faculty's attitudes toward internationalizing the curriculum. Internationalizing the curriculum is a major undertaking and knowledge of attitudes could be quite beneficial in working towards this goal.

The fourth area is concerned with awareness and attitudes toward benefits as well as faculty incentives for international involvement. Cooperation and commitment to international education could probably be achieved if incentives were identified.

The last area is the demographics of the sample. If some type of pattern or relationship is identified, action can be taken to guide or direct certain information toward those groups of people identified in these relationships.

Current Literature Review

The review of literature was conducted to provide the researcher with the necessary background on international education to prepare the questionnaire for faculty and to assist the reader in gaining a perspective concerning the results obtained.

International education is a vague term, therefore, a definition and the clarification of it is needed before examining its meaning in any depth. In 1972, Maurice Harori, defined international education as "an all inclusive term encompassing three major strands: a) international content of curricula, b) international movement of scholars and students concerned with training and research, and c) arrangements engaging U.S. education abroad in technical assistance and educational cooperation programs (Arum, 1987)."

Many resources, such as utilization of the foreign student, are seldom included when one thinks of international education. "Institutions and communities could make better

use of the knowledge and experience which the foreign student brings to the United States, as teaching assistant, seminar participant, research partner, guest speaker at local primary and secondary schools, and in community groups (Spaulding, 1976)."

Another author addressing the curriculum in relation to international education felt that the "Curriculum, properly defined, includes all the activities a college or university provides to further the education of its students (Leinwand, 1983)." International activities, therefore, may be considered a part of the institution's curriculum.

Most literature refers to the importance of the dedication of university's leaders to international education. A high priority must be placed on international education (Groennings, 1983). "A supportive institutional environment is most critical to successful internationalizing. Such a climate requires that internationalization has been adopted as a legitimate institutional goal and reflected in its mission statement (Cavusgil, 1990)." Faculty need to be aware that it is included in the mission statement. "Has the governance structure, including faculty and student representatives, examined the international mission of the institution in a systematic review of goals and priorities? (Guidelines, 1985)"

"Committed and visible presidential leadership plays a vital role in strengthening a university's international dimension. The president must lead the administration in displaying consistent commitment to international education in word, deed, and allocation of resources (Arum, Spring 1987)."

An important effect of presidential leadership is the atmosphere it can create on campus. Offices that had never before been interested in working on

internationalization projects suddenly show interest along with faculty who have been reluctant to participate in overseas activities or in international campus programs are now offering ideas and assistance (Arum, Spring 1987).

This commitment must continue on down the line. The provost or academic vice president also has an important role to play in making key appointments at the college dean level and within the central administration. The support of the department chairs is absolutely essential (Smuckler, 1988). A first priority should be to legitimize internationalization by having respected people in the functional fields work on international problems (Cavusgil, 1990).

International education will grow if faculty become and remain committed to it (Leinwand, 1983). The overseas experience of faculty members is a major source of stimulation for curricular change (Smuckler, 1988). The majority of four-year institutions offer undergraduate opportunities for study abroad, but relatively few have arrangements for overseas experience for faculty (El-Khawas, 1986).

If an institution does have an overseas experience, "Many faculty and students ... see study abroad as largely related to the general education portion of the curriculum, rather than the portion relevant to the major. (Lambert, 1989). If an overseas experience is supposed to be directly relevant to the major, it should include education for a global perspective which would "attempt to strengthen national well-being, foster domestic economic development, promote educational excellence, help citizens more fully develop human potential and a planned attempt to integrate global perspectives into existing school curriculum (Leinwand, 1983).

Internationalizing the curriculum can occur in a number of ways. One way is infusion which is simply to introduce comparative, international and cross-cultural dimensions into pre-existing courses throughout the curriculum. The goal is to get students to think more comparatively in all of their intellectual inquiries. The international focus needs to be in required courses and hopefully students will bring in international examples and maybe even into more advanced and specialized work.

The infusion strategy can influence the largest number of students and is a relatively inexpensive strategy. But, this strategy maximizes breadth instead of depth. Many of the courses would be taught by non-specialists who may be more apt to skip the international material (Cavusgil, 1990).

Another way to internationalize the curriculum is to add new courses to the curriculum. These courses would most likely be taught by knowledgeable experts very much interested in international aspects, therefore avoiding the problem mentioned with the infusion method. However, this is a fairly expensive strategy with financial commitment needed by the university in terms of research support and money for faculty replacements. Also the courses tend to attract those least needing them such as those already sensitive to the international environment (Cavusgil, 1990).

Creating an international major is another option. Students would get a more coherent program and much more in depth. But, at the same time breadth is being sacrificed for that depth. Those faculty in general education may feel they are no longer responsible for including international aspects in their classes.

Foreign Language instruction is one other way to internationalize the curriculum. But, to really be effective in internationalization, these courses must teach more than simply grammar and literature. They also need to include culture, geography, politics, history, and economics. Students study of a foreign language must be reinforced in their non-foreign language courses, so students know that the study of foreign language is deemed critical in all disciplines and is a highly treasured research skill (Cavusgil, 1990).

There are various ideas on how to recognize or reward faculty who perform international service. "We must demonstrate with money and attention, that we value foreign experience and that we want it to influence the curriculum (Tonkin, 1988)."

"Provide recognition and visibility for those with accomplishments in international education or research, to emphasize the importance of these achievements and to spark ideas as to what can be done in various academic areas (both disciplinary and interdisciplinary) (Hughes, 1981)."

"Released time for faculty development, sabbaticals, travel funds, and the like are important here (Tonkin, 1988)."

"Give faculty member a half-load for a period of time, the remaining half to be used to develop the international dimension of appropriate course materials ... or to prepare documentation needed to secure grants of various kinds (Leinwand, 1983)." It is also considered important for the international activities to be considered in promotion and tenure.

Research Design

Descriptive research was used to obtain the desired information. Some general information already exists as far as faculty involvement with internationalizing the university. However, information on Ball State University faculty's awareness and involvement with internationalizing is needed.

Research Methodology

This research study focuses on faculty in all disciplines campus-wide at Ball State University in order to explore faculty's opinions and attitudes toward international education. Faculty who were included in the survey were 1) those who had completed a previous survey done by the Center for International Programs in the fall of 1990, (hereafter identified as the interested group) and 2) faculty who were chosen randomly from a campus telephone book based on a systematic sampling of every fifth name (hereafter identified as the not interested group). This method produced 328 names for the two samples.

The questionnaires had an introductory paragraph explaining the purpose of the survey and that it was being conducted as a senior honors thesis project. Each questionnaire and faculty was assigned a number to assist in follow up to obtain more responses if necessary.

All the questionnaires were personally delivered to the faculty by a group of students. When the questionnaires were delivered, it was discovered that some of the professors were no longer with the university or were on leave for the semester, so in actuality 294 questionnaires were delivered.

Of this group of possible respondents, 142 were in the interested group of those who had filled out the previous survey and 152 were in the non-interested group chosen randomly from the campus telephone directory. Of the 294 questionnaires delivered, 170 were returned for a response rate of 57.48%.

Data Collection Method

The data were collected through a personally delivered survey. This method was selected for several reasons. First and foremost was the lack of experienced interviewers who would be needed with either a telephone survey or a personal interview. The complexity of the survey with some questions containing many sections that needed to be answered or ranked would have been difficult to do in a telephone survey. Also, the quality of the data was expected to be better with the personally delivered mail survey because there would be no interviewer bias that might occur with either the telephone or personal interview.

The response rate of a direct/cold mailing is generally low; as low as 10% (Dillon, 1990). But, with the personally delivered survey with a request to the potential respondent to fill out the questionnaire, the response rate was expected to be higher. The hope was for a 50% response rate.

The speed at which the mail survey can be administered is several weeks and completion time will increase if there is the need for follow up mailings. (Dillon, 1990) Although a telephone survey many times is faster; the speed of it is very dependent upon the ability to reach and administer the survey to the sample. The personally delivered survey allows respondents to fill questionnaires out on their own time, yet by being

personally delivered, the person receives the questionnaire more quickly and thus may be more encouraged to complete it quickly.

The cost of a mail survey is quite low in comparison to other methods. Although with a personally delivered survey there is the opportunity cost of the time of the people who delivered the surveys, this cost of time is expected to be less with the personally delivered survey than with the telephone survey or personal interview.

Research Instrument

The personally delivered self-administered questionnaire was used as the survey instrument (See Appendix A). Questions were developed based on interviews with individuals involved with internationalization at Ball State University and on a literature review. Nineteen questions were developed to address the following key areas:

1. General attitude and awareness towards international education.
2. Awareness of and involvement with study abroad programs and international activities.
3. Attitudes toward internationalization of the curriculum.
4. Attitudes toward factors preventing involvement with international activities.
5. Awareness of and attitudes toward benefits and faculty incentives for international involvement.

Additional data to develop a demographic profile was also obtained. Included in this profile were the following characteristics:

1. Participation in **any** study abroad program as a student.
2. Participation in an international overseas experience any time in your teaching career.
3. Age.
4. Number of years of teaching experience.
5. Department.

Profile of Responding Faculty

The potential respondents were grouped into two groups before the survey was administered. The group interested in international was based on those who had previously answered a survey administered on international education. Those who had not responded to the previous survey were grouped as not interested in international education.

A quarter of the respondents had participated in a study abroad program as a student, while a little over half had participated in an overseas international experience sometime in their teaching careers. The age of the majority of the respondents was 41-50 or 51 and over with 36% coming from each of these categories. The majority of the respondents also had between 11-20 or 21-30 years of teaching experience with 27% and 32% respectively. The majority of the respondents came from the College of Science and Humanities with 47 respondents. Next was the College of Business with 20 respondents. The college with the least number of respondents was the College of Architecture with six (See Table XX).

Survey Results

OBJECTIVE 1

AWARENESS OF AND ATTITUDES TOWARD INTERNATIONAL EDUCATION

The percent of total responses by college concerning the components of international education are shown in Table 1.

Table I Components of International Education

1. In your opinion, which of the following areas are part of international education?	Applied Science and Technology %	Architecture %	Business %	Fine Arts %	Science & Humanities %	Teachers College %	Total %
Study abroad programs for students	17	15	15	16	16	15	16
Students from other countries on campus	17	14	15	15	15	15	15
Foreign exchange programs for faculty	16	14	15	15	16	14	15
International courses	13	13	15	14	14	14	14
Foreign language courses	12	11	13	13	13	12	13
Extracurricular international activities	14	13	13	13	13	13	13
International content in other courses	10	14	13	13	12	13	12
Other (See Appendix C, Exhibit 1)	1	6	1	1	1	4	2
Total	100	100	100	100	100	100	100
Number of Answers	150	55	185	76	423	102	991

All areas were identified fairly strongly as part of international education.

The top three categories chosen for international education all involve some type of exchange program. It therefore appears that faculty strongly perceive international

education in the form of various types of exchange programs. The category that was least often included as a component of international education was that of "international content in other courses" with 12% of the total faculty. This would seem to indicate that faculty see international education as outside the classroom. Therefore, international education would not be included in classroom education.

The chi square test did not indicate a significant relationship between faculty interest in international education and whether an area was included as a component in international education. In fact, the percentage difference in answers between the two groups was almost equal between those who were interested in international and those who were not interested in international (See Appendix B, Table 1).

The chi square test by college did not produce a significant relationship either. No real patterns or tendencies could be identified easily from the answers shown in Table I. The percent of responses concerning whether Ball State has a policy pertaining to internationalizing education are shown in Table II.

Faculty were fairly sure of Ball State having a policy pertaining to international education with 42% answering in the category "I think so," while a total of 68% answered in the positive categories of "Yes, definitely" and "I think so." Only 13% answered I don't think so and 19% answered I don't know, a total of nearly one third of the respondents.

When the answers were tabulated by interest, as seen in Table II, those who were interested in international education answered somewhat more positively in regards to whether they thought Ball State had a policy pertaining to international education than

Table II Policy Pertaining to International Education

2. In your opinion, does Ball State have a policy pertaining to internationalizing education?	Interest % n = 93	No Interest % n = 73	Total % n = 166
Yes, definitely	27	27	26
I think so	44	39	42
I don't think so	13	12	13
I don't know	16	22	19
Total	100	100	100

those who had not shown an interest in international education. Although, many of the faculty who have not shown an interest in international education indicated they don't know whether Ball State has a policy pertaining to international education, the chi square test did not indicate a significant relationship.

Although faculty in the College of Applied Science and Technology, the Teachers College, and the College of Architecture all seemed to be more sure of Ball State having a policy pertaining to international education, the chi square test did not show a significant relationship (See Appendix B, Table 2).

The percent of total responses of those from the interested and not interested groups concerning the need for a international policy are shown in Table III.

Faculty were nearly unanimous in indicating that there should be a policy pertaining to international education with 97% of the total faculty answering "Yes."

Among the faculty who said "Yes," faculty who were interested in international felt slightly more positively that there should be a policy at Ball State pertaining to

Table III International Education Policy

2a. In your opinion, should there be an international policy?	Yes %
Interest	57
No Interest	43
Total	100

international education as is indicated in Table III. The chi square test did not indicate a significant relationship between the interest in international and whether there should be an internationalization policy.

Faculty in all of the colleges answered quite positively that there should be a policy pertaining to internationalization. Three colleges--College of Architecture, College of Business, and the Teachers College--all unanimously felt that there should be a policy. However, the chi square test did not show a significant relationship (See Appendix B, Table 3).

The percent of total responses of those from the interested and not interested groups concerning the dedication to international education of the university's top leadership are shown in Table IV.

Given the statement, "President Worthen announced internationalization as a university goal," 27% of the faculty felt the university's leadership was "very dedicated," while 65% felt the university's leadership was "somewhat dedicated." Only 8% of the faculty felt the university's leadership was "not dedicated at all."

Table IV Dedication of University's Top Leadership to International Education

3. President Worthen announced internationalization as a university goal. How dedicated do you feel the university's top leadership is to international education?	Interest % n = 93	No Interest % n = 71	Total % n = 164
Very dedicated	27	28	27
Somewhat dedicated	64	65	65
Not dedicated at all	9	7	8
Total	100	100	100

Faculty were then asked to give some evidence to support their answer (See Appendix C, Exhibit 2). The majority of the respondents who felt the university was very dedicated to internationalization supported their answer with the study abroad programs, international programs office and director, the Blue Ribbon committee on internationalization, the Canada and Europe years, and an increase of international speakers on campus. The respondents who felt that Ball State was not dedicated at all to internationalization supported their answer mainly with lack of funding.

While the respondents who felt that Ball State was somewhat dedicated to internationalization supported their answer mainly with the existence of Europe year and Canada year, the study abroad programs, and a few mentions of the international programs staff, the majority of the respondents answered that they had heard about events or opportunities but the actual backing given to them was minimal if at all.

According to Table IV, those who were *not* interested in internationalization answered slightly **more positive** that the university's **top** leadership was dedicated to

international education. However, the chi square test did not show a significant relationship.

More respondents from the Teachers College than from any other college felt that the university's top leadership was very dedicated to international education. None of the respondents from the College of Architecture or the Fine Arts College felt that there was no dedication at all of the university's top leadership to international education (See Appendix B, Table 4). The chi square test did not produce a significant relationship based on either interest in internationalization or the college of the respondent.

The percent of responses by college concerning the emphasis placed on international education in their areas of teaching are shown in Table V.

Table V Emphasis Placed on International Education in Area of Teaching

4. Is International education being stressed in your area of teaching?	Applied Science and Technology % n = 25	Architecture % n = 8	Business % n = 28	Fine Arts % n = 12	Science & Humanities % n = 68	Teachers College % n = 14	Total % n = 155
All of the time	12	25	7	8	16	7	13
Often	12	63	43	34	24	43	28
Sometimes	40	12	32	33	35	36	36
Hardly ever	36	0	18	25	25	14	23
Total	100	100	100	100	100	100	100

Looking at cumulative percentages, 41% of the faculty answered in the categories "often" and "all the time" that international education is being stressed in their area of teaching. While a total of 36% of the faculty answered that international education is

stressed in their teaching area "sometimes," about one fourth of the respondents reported that international education was stressed "hardly ever."

According to the chi square test, there is a significant positive relationship between the interest level in internationalization and whether one believes it is being stressed in their area. Those who are interested in international education believe that international education is being stressed in their area more than those who have not indicated an interest in international education (See Appendix B, Table 5).

Although the chi square test did not show a significant relationship based on the respondent's college, as represented in Table V, more of the respondents in the College of Architecture and the College of Science and Humanities indicated that international education was being stressed all of the time in their areas of teaching. Respondents from the College of Business and the Teachers College felt that international education was being stressed often in their area of teaching. The largest percentage of respondents who replied negatively were from the College of Applied Science and Technology.

The percent of responses concerning faculty respect toward those working in international areas are shown in Table VI.

More respondents answered that faculty were "somewhat respected" in the areas of international research, teaching, and service than in any of the other ranking categories. Faculty seem unsure as to the ranking of faculty working in these areas of internationalization with the largest number of answers being received in the "I don't know" category.

Table VI Faculty Respect toward those Working in International Areas

5. Are faculty working in the following areas...	Very Respected %	Somewhat Respected %	Not at all Respected %	I don't know %	Total %
International research	* 24	33	5	38	100
International teaching	*,** 24	37	6	33	100
International service	* 17	28	11	44	100

* Indicates a significant relationship by interest in international education

** Indicates a significant relationship by college

Those faculty who are interested in international education are more likely to respect faculty involved with the areas of international research, teaching, and service (See Appendix B, Tables 6, 7, & 8). The chi square test produced a significant relationship between the two factors. However, those who were not interested in international appeared not to have the knowledge of faculty's involvement with international and therefore most often didn't know.

The majority of faculty from the College of Architecture felt faculty involved with international teaching are very respected (See Appendix B, Table 9). This was a much higher ranking on respect than that of any other college. This relationship is supported by the chi square test analysis as significant.

Although the chi square test did not reveal a significant relationship between the college of the respondent and the answers to international research and service, faculty from the College of Architecture also ranked their faculty higher in respect in those areas.

OBJECTIVE 2

AWARENESS OF AND INVOLVEMENT WITH STUDY ABROAD PROGRAMS AND INTERNATIONAL ACTIVITIES

The percent of responses concerning awareness and encouragement of student participation in certain specific study abroad programs are shown in Table VII.

Table VII Knowledge of and Encouragement in Study Abroad Programs

6a. Which of the following international study abroad programs have you heard of before? 6b. Of those programs--of which you are aware--have you encouraged your students to participate in them?	%				
	Heard		Total	Encouraged	
	Yes	No		Yes	No
London Center	98	2	100	72	28
Vienna Center	** 83	17	100	** 51	49
Westminster College	80	20	100	46	54
ISEP: Intl. Student Exchange Program	** 76	24	100	49	51
Other (Appendix C, Exhibit 3)	92	8	100	76	24

** Indicates significant relationship among colleges and programs

The majority of faculty had heard of the international study abroad programs listed with percentages ranging from 76% up to 98%. Those programs most often heard of were most often encouraged. Under the other category the East Asia Tour was listed many times. Therefore, this program was also included when chi square tests were conducted.

Faculty who were interested in international education were more likely to have knowledge of and encourage student participation in international study abroad

programs. However, the chi square did not show a significant relationship between this question and the level of interest in international education.

More of the respondents from the College of Architecture and the Teachers College had heard of and encouraged almost all the international study abroad programs more than respondents from other colleges, although, the chi square test proved it to be a significant relationship on only a few of the programs. These programs were the encouragement of ISEP (See Appendix B, Table 10), the knowledge and the encouragement of the Vienna Center (See Appendix B, Tables 11 & 12), and the knowledge and encouragement of the East Asia Tour (See Appendix B, Tables 13 & 14). Responses concerning knowledge of and participation in certain international activities are shown in Table VIII.

All but two of the international activities had often been heard of with percentages ranging from 83% to 98%. There were two programs not heard of quite as often. These were "International Coffee Hours" with 65% of the respondents having heard of the activity and "When Two Cultures Meet" with 30% of the respondents having heard of the activity. Although many respondents may be aware of an activity, it does not guarantee high participation in that activity.

While 83% of the respondents were aware of Foreign Language Courses only 20% had participated. While, 83% of the respondents had heard of the International Festival, 48% had participated in them.

Faculty who were interested in international education had heard of or encouraged almost every activity more than those who had not shown an interest in

Table VIII Knowledge of and Participation in International Activities

7a. Which of the following international activities and events offered at Ball State have you heard of before? 7b. Of those you have heard of, in which of the following have you participated?	%				
	Heard		Total	Participated	
	Yes	No		Yes	No
Canada Year	98	2	100	* 65	35
Europe Year	94	6	100	* 45	55
Foreign Language Courses	94	6	100	** 20	80
Friendship (Host) Family Program	91	9	100	* ** 28	72
International Dinners	91	9	100	* ** 44	56
International Festival	* 83	17	100	* 48	52
International Coffee Hour	* 65	35	100	* 31	69
When Two Cultures Meet	** 30	70	100	7	93

* Indicates significant relationship with interest in international education

** Indicates significant relationship among colleges

internationalization. According to the chi square test, two of the international programs were heard of significantly more by faculty that were interested in international education--these two programs were the international festival and the international coffee hours (See Appendix B, Tables 15 & 16).

All but two of the international activities and events proved to have a significant relationship, according to the chi square test, to participation by those interested in international. Faculty who were interested in international were most likely to have

participated in all of these international events except for Foreign Language courses or the program "When Two Cultures Meet."

In regard to international events and activities, a larger percentage of respondents from the Teachers College had heard of or participated in the activities in comparison to the other colleges. The relationship was proven to be significant by the chi square test only in awareness of the program "When Two Cultures Meet" (See Appendix B, Table 17). The chi square test proved to be significant when it came to respondents in the Teachers College, who were more likely to have participated in the Friendship (Host) Family Program (See Appendix B, Table 18), the International Dinners (See Appendix B, Table 19), and Foreign Language classes (See Appendix B, Table 20).

The percent of responses concerning those factors which prevent faculty from participating in international activities are shown in Table IX.

Financial Burden and Teaching Load were designated as the two most important factors in preventing faculty from participating in international activities with the highest percentages in the "very important" category at 74% and 71% respectively.

Lack of a foreign language was considered the least important in preventing faculty from participating with only 20% of the respondents ranking it as "very important."

Faculty who have not shown an interest in international education ranked some of the factors in preventing faculty from participating as more important than faculty who are interested in international education. But, the faculty who have not shown an interest in international education did not rank the preventing factors as more important consistently or in all cases.

Table IX Importance of Factors in Preventing Faculty from Participating in International Activities

9. In your opinion, how important are the following factors in preventing faculty from participating in international activities?	%			
	Very Important	Somewhat Important	Not Important	Total
Financial Burden	74	21	7	100
Teaching Load	71	24	5	100
Lack of Time	63	28	9	100
Other Academic Responsibilities	60	33	7	100
Family commitments	59	32	9	100
Lack of Interest	* 27	43	30	100
Lack of information on programs	* 21	52	27	100
Lack of foreign language	20	53	27	100
Other (Appendix C, Exhibit 4)	100	0	0	100

* Indicates significant relationship to interest in international

In fact, according to the chi square test, faculty interested in international education indicated lack of interest as significantly more important in preventing faculty from participating in international than those who are not interested in international (See Appendix B, Table 21).

Faculty who were interested in international also find lack of information as significantly important as a preventive factor for involvement in international programs. These relationships were supported by the chi square test findings (See Appendix B, Table 22).

The chi square test indicated that none of the factors preventing faculty's participation in international activities were significant in regards to the respondent's college. Although not supported by the chi square test as being significant, 100% of the respondents from the College of Architecture felt that other academic responsibilities are a very important factor in preventing faculty's involvement with international activities (See Appendix B, Table 23).

OBJECTIVE 3

ATTITUDES TOWARD INTERNATIONALIZATION OF THE CURRICULUM

The percent of total responses of those from the interested and not interested groups concerning their satisfaction with the level of internationalization of the curriculum at Ball State are shown in Table X.

Table X Satisfaction with the Level of Internationalization of Curriculum at Ball State

10. Are you satisfied with the level of internationalization of the curriculum at Ball State?	Interest % n=92	No Interest % n=71	Total % n=163
Very satisfied	9	8	9
Fairly satisfied	30	34	31
Somewhat satisfied	45	41	43
Not at all satisfied	16	10	14
I have no interest in this area	0	7	3
Total	100	100	100

Of the total respondents, 43% are somewhat satisfied with the level of internationalization of the curriculum. While 31 percent are fairly satisfied, 9% of the respondents are very satisfied and 14% of the respondents are not at all satisfied with the level of internationalization of the curriculum. Only 3% of the respondents answered that they have no interest in this area.

Faculty who are interested in international education seem to be slightly more satisfied with the level of internationalization of the curriculum at Ball State than faculty not interested in internationalization. However, there are those who are not interested in international education who did not indicate satisfaction or dissatisfaction with the level of internationalization of the curriculum, they instead indicated that they had no interest in this area.

Of respondents from the College of Architecture, there are not any who are not at all satisfied with the level of internationalization of the curriculum. The College of Business respondents and the Fine Arts College respondents seem to be the most satisfied with the level of internationalization of the curriculum (See Appendix B, Table 24). The chi square test did not indicate a significant relationship between the respondents' college and their satisfaction with the level of internationalization of the curriculum.

The percent of responses by colleges concerning an international component in degree requirements is shown in Table XI. According to 52% of the respondents, an international component should be included in degree requirements.

Although, the chi square test did not show a significant relationship, a larger percentage of the respondents who were interested in international education indicated

Table XI Inclusion of an International Component in Degree Requirements

11. Should an international component be included in degree requirements?	Applied Science and Technology % n = 24	Architecture % n = 7	Business % n = 26	Fine Arts % n = 12	Science & Humanities % n = 61	Teachers College % n = 13	Total % n = 143
Yes	42	86	46	50	61	77	52
No	58	14	54	50	39	23	48
Total	100	100	100	100	100	100	100

that an international component should be included in degree requirements than those respondents who are not interested in international.

As shown in Table XI, a larger percentage of faculty who responded from the College of Architecture and the Teachers College indicated that an international component should be included in degree requirements than faculty respondents from any of the other colleges. The chi square test did not show this relationship to be significant. The percent of total responses concerning strategies to internationalize the curriculum are shown in Table XII.

The largest number of respondents felt that the strategy which should be used to internationalize the curriculum was that of infusion. The strategy of infusion is to introduce comparative, international and cross-cultural dimensions into pre-existing courses throughout the curriculum. Many of the respondents felt that the addition of specialized courses to the curriculum was a good way to internationalize the curriculum. Requirement of foreign language competency was then cited as the next method, with the addition of an international major the least popular response with only 14% of the respondents choosing it.

Table XII Strategies to be used to Internationalize the Curriculum

12. Of the following strategies, which method or methods do you think should be used to internationalize the curriculum?	Total % n = 74
Infusion--to introduce comparative, international and cross-cultural dimensions into pre-existing courses throughout the curriculum	36
Addition--to add specialized courses to the curriculum	28
Foreign Language--to require foreign language competency	20
Major--to add an international major	14
Other (See Appendix C, Exhibit 5)	2
Total	100

Those who were interested in international education and those who were not were very proportionally comparable in the selection of strategies to be used to internationalize the curriculum. Both groups had the largest number of respondents select infusion as the method for internationalization of the curriculum (See Appendix B, Table 25), although the chi square test did not show any significant relationship.

According to the chi square test, there was no significant relationship by college, and all colleges answered with the same order of preference for a strategy to be used for internationalization of the curriculum (See Appendix B, Table 26). All of the colleges selected infusion as the method they felt should be used to internationalize the curriculum.

OBJECTIVE 4

AWARENESS OF AND ATTITUDES TOWARD BENEFITS AND FACULTY INCENTIVES FOR INTERNATIONAL INVOLVEMENT

The percent of total responses concerning benefits to be gained by faculty from international involvement are shown in Table XIII.

Table XIII Importance of Possible Benefits Faculty could gain from International Involvement

8. In your opinion, how important are each of the following benefits that faculty could gain from international involvement?	Very Important %	Somewhat Important %	Not Important %	Total %
Increased intl. understanding	* 86	13	1	100
Increased cultural awareness	81	17	2	100
Personal growth	** 62	34	4	100
Academic growth	53	41	6	100
Professional development	51	44	5	100
Travel opportunity	50	38	12	100
Acquire/improve foreign language	36	49	15	100
Other (See Appendix C, Exhibit 6)	88	12	0	100

* Indicates a significant relationship by interest in international education

** Indicates a significant relationship by college

Three of the benefits that faculty could gain from international involvement are rated much higher in importance than the other benefits. These three benefits are increased cultural awareness at 81%, increased international understanding at 86%, and other which includes such areas as understanding of one's own culture at 88% (See Appendix

C, Exhibit 6). The importance of acquiring or improving a foreign language ranks as least important among the benefits of international involvement at 36%.

Faculty who are interested in international education indicated all of the benefits that faculty gain from international involvement as more important than faculty who have not shown an interest in international education. This relationship was found to be significant by the chi square test for only one benefit, an increase in international understanding (See Appendix B, Table 27).

The importance of all of the benefits that faculty could gain from international involvement tended to be ranked higher by faculty from the College of Architecture and the Teachers college. The chi square test supported this relationship in regard to the benefit of personal growth through international involvement (See Appendix B, Table 28). For the other benefits the tendency was there, but it was not found to be significant by the chi square test.

The percent of total response from the interested and not interested groups concerning incentives to faculty for international involvement are shown in Table XIV.

Of the respondents, 37% of the faculty felt that Ball State does provide them with incentives for international involvement. While 34% of the respondents answered that Ball State does not provide incentives for international involvement, about 24% of the faculty responded that they don't know whether Ball State provides incentives for international involvement. Respondents were asked to name some incentives (See Appendix C, Exhibit 7).

Table XIV Provision by Ball State of Incentives to Faculty for International Involvement

13. Does Ball State provide faculty with incentives for international involvement?	Interest % n=95	No Interest % n=73	Total % n=168
Yes	42	30	37
No	35	33	34
I don't know	23	37	29
Total	100	100	100

As shown above in Table XIV, faculty who are interested in international education are more likely to indicate that Ball State does provide faculty with incentives for international involvement than those that were not interested. Many faculty (37%) who had not shown an interest in international education did not know whether Ball State provided faculty with incentives for international involvement. The chi square test did not show a significant relationship.

More faculty from the College of Architecture than from any other college indicated that Ball State provides incentives to faculty for international involvement. The College of Architecture was the only college with no faculty who didn't know whether Ball State provided incentives to faculty for international involvement (See Appendix B, Table 29). However, the chi square test did not reveal this to be significant.

The percent of total responses of those from the interested and not interested groups concerning the types of incentives which should be provided to faculty for international involvement is shown in Table XV.

Table XV Types of Incentives for International Involvement

14. What type of incentives should be provided for international involvement? Please rank the following in order of importance (1-most important to 5-least important)	Interest (ave. rank)	No Interest (ave. rank)	Total (ave. rank)
	n=57	n=37	n=94
Special travel allowances	1.6	1.6	1.6
Bonus/stipend payments	* 2.7	2.1	2.5
Promotion/tenure credit	2.8	3.1	2.9
Salary increases	3.0	2.8	3.0

* Indicates a significant relationship by interest

The respondents indicated special travel allowances as the most important type of incentive which should be provided for international involvement. Respondents ranked bonus/stipend payments next in importance as an incentive for international involvement. Promotion/tenure credit was ranked third in importance with salary increases being the least important incentive that should be provided for international involvement. Respondents were also allowed to include an other category which when ranked among the others was always ranked as most important (See Appendix C, Exhibit 8).

No great difference in the ranking of the importance of the incentives that should be provided for international involvement existed between faculty that were interested in international education and faculty that were not interested. The incentive of bonus/stipend payments was the only incentive that proved to be significant when tested by level of interest.

When tests were conducted on the relationship between the respondent's college and the question none of them indicated a significant relationship (See Appendix B, Table 30).

OBJECTIVE 5

DEMOGRAPHICS OF SAMPLE

Table XVI shows the extent of participation in study abroad programs as students by both the interested and not interested groups of faculty.

Table XVI Participation in Study Abroad as a Student

15. Did you participate in any study abroad programs as a student?	Interest % n = 94	No Interest % n = 74	Total % n = 168
Yes	27	20	24
No	73	80	76
Total	100	100	100

Only 24% of faculty participated in any study abroad program as a student, while 76% did not participate in any study abroad program as a student.

Slightly more faculty who were interested in international education participated in a study abroad program as a student than those faculty who were not interested in international education.

College of Architecture faculty participated in a study abroad program as a student more often than did faculty from any other college. However, the chi square test did not indicate a significant relationship.

Table XVII shows the extent of participation in overseas experiences during their teaching careers by both the interested and not interested groups of faculty.

Table XVII Participation in International Overseas Experience in Teaching Career

16. Have you participated in an international overseas experience any time in your teaching career?	Interest % n=95	No Interest % n=74	Total % n=169
Yes	65	37	52
No	35	63	48
Total	100	100	100

Of the faculty responding to the survey, 52% had participated in an international overseas experience at sometime in their teaching career. While 48% of the respondents had not ever participated in an international overseas experience in their teaching career.

As shown in Table XVII, faculty who were interested in international were much more likely to have participated in an international overseas experience sometime in their teaching career than faculty who had not shown an interest in international education. The chi square test did reveal a significant relationship.

More of the respondents from the Teachers College and the College of Architecture had participated in an international overseas experience some time in their teaching career. The College of Business had the least number of respondents who had ever participated in an international overseas experience in their teaching career. The chi square test supported this significant relationship by college (See Appendix B, Table 31).

Table XVIII shows the age of study respondents.

Table XVIII Age

17. Please identify your age category?	%
20-30 years	4
31-40 years	24
41-50 years	36
over 51 years	36
Total	100

The majority of the respondents came from the age categories of 41-50 years of age or over 51 years of age. Each of these categories contained 36% of the respondents for a total of 72%. While only 4% of the respondents came from the 20-30 year age category, 24% came from the 31-40 year age category.

Table XIX shows the years of teaching experience of both the interested and not interested groups of faculty.

The faculty who responded on the question of number of years of work experience came from fairly evenly distributed categories. The majority of respondents came from the 11-20 year category and the 21-30 year category. These categories respectively represent 27% and 32% of the respondents. With 10% for a total of 20% coming from the categories of 6-10 years and 31-plus years. Faculty who had been teaching from 1-5 years represented 21 percent of the respondents.

As shown in Table XIX, for both the interested and non-interested groups the majority of the respondents came from the 11-20 years and the 21-30 years categories of teaching experience. The chi square test indicated no significant relationship. Furthermore, the chi square test did not show a significant relationship between the

Table XIX Years of Teaching Experience

18. Please mark the category of your years of teaching experience	Interest % n=93	No Interest % n=74	Total % n=167
1-5 years	18	24	21
6-10 years	13	8	10
11-20 years	30	22	27
21-30 years	30	34	32
31-plus years	9	12	10
Total	100	100	100

question and among the colleges.

Table XX Respondents (grouped by Colleges)

19. Please identify your department? (Grouped by College)	Total %	Interest %	No Interest %	Total %
College of Science and Humanities	47	52	48	100
College of Business	20	50	50	100
College of Applied Science and Technology	10	72	28	100
Fine Arts College	10	42	58	100
Teachers College	7	67	33	100
College of Architecture	6	50	50	100
Total	100			

Table XX shows the percent of interested and not interested respondents grouped by colleges.

The largest number of respondents came from the College of Science and Humanities at 47%. The College of Business was next with 20% of the respondents with all of the rest of the colleges having only 10% or less per college. The College of Architecture was last with only 6% of the total respondents.

The percentage of return or response rates of each College are a little different with the College of Architecture having the largest response rate at 61%. The College of Business was next with a response rate of 53%. While the College of Applied Science and Technology and the College of Science and Humanities both had a response rate of 51%. The Fine Arts College was next with 38% response rate and the Teachers College was last with only a 33% response rate.

The College of Applied Science and Technology had the largest number of respondents at 72% who were interested in international education based on the previous survey, followed by the Teachers College at 67%. All the rest of the colleges had very close to 50% of their respondents who were interested in international education. The exception was the Fine Arts College with only 42% of the respondents having indicated a previous interest in international education. The chi square test did not indicate a significant relationship.

Respondents were able to make any additional comments at the end of the survey (See Appendix C, Exhibit 9). The comments varied widely; for example, "We do not take advantage of our international students. They are isolated in the dormitories. Insufficient interaction is facilitated" and "Need more diverse student body as a primary way of increasing awareness!"

Summary

Global interdependence is becoming increasingly evident in the world today, yet there is an awareness that the people of the United States need to become more knowledgeable about international matters. International education programs in colleges and universities can assist graduates to acquire a global perspective.

University faculty will obviously play a key role in international education. To assess faculty awareness and attitudes toward international education at Ball State University, the researcher developed a questionnaire which was personally delivered in April 1991 to two groups of faculty. These faculty in all disciplines campus wide were 1) those who had completed a previous survey conducted by the Center for International Programs in the fall of 1990 and 2) faculty who were chosen randomly from a campus telephone book based on a systematic sampling of every fifth name. The final sample was 294; 170 were returned for a response rate of 57.48%.

Questions were developed based on interviews with individuals involved with internationalization at Ball State University and on literature review.

Summary of Results

1. A variety of areas were identified as being a part of international education. Those most strongly identified were some type of exchange or study abroad program.
2. Most faculty believe that Ball State has a policy pertaining to internationalizing education. A very large percentage, 97%, indicated that there should be an international policy.

3. Given the statement, "President Worthen announced internationalization as a university goal," a majority of respondents indicated that university leadership is "somewhat dedicated" to international education. Somewhat dedicated was perceived as both positive and negative by the faculty.
4. Responses tended to be scattered in regard to whether international education is stressed in the respondents' areas of teaching. Those who are interested in international education believe that international education is being stressed in their areas more than those who have not indicated an interest in international education.
5. Faculty interested in international education are more likely to respect faculty involved with the area of international research, teaching, and service, while those in the not interested group more frequently indicated that they did not know whether faculty working in international areas were respected. Faculty from the College of Architecture ranked faculty involved with international teaching as very respected.
6. The majority of faculty had heard of and encouraged the international study abroad programs. More faculty from the Teachers College and the College of Architecture than from other colleges had heard of and encouraged several of the programs.
7. Nearly all faculty were aware of most of the international activities and events offered at Ball State although fewer respondents were aware of the International Coffee Hours and When Two Cultures Meet sessions. Faculty who are interested in international education had heard of and participated in more activities than those who had not shown an interest in internationalization. Faculty from the Teachers College had also heard of and participated in more activities than faculty from other colleges.
8. Financial burden and teaching load were designated as the two most important factors in preventing faculty from participating in international activities.
9. A majority of the respondents, 74%, were fairly satisfied or somewhat satisfied with the level of internationalization of the curriculum at Ball State. Only 9% were very satisfied, while 14% were not at all satisfied.
10. According to 52% of the respondents, an international component should be included in **degree requirements**.
11. The largest number of respondents felt that the strategy which should be used to internationalize the curriculum was that of infusion--to introduce comparative, international, and cross-cultural dimensions into pre-existing courses throughout the curriculum.

12. Increased international understanding and increased cultural awareness were considered to be the most important benefits to be gained by faculty. Personal Growth through involvement in international activities was felt to be more important by the faculty in the College of Architecture and the Teachers College.
13. Those faculty interested in internationalization are more likely to believe that Ball State provides faculty with incentives for international involvement while those not interested do not know whether incentives are provided.
14. Special travel allowances were ranked the most important type of incentive while salary increases were ranked least important.

Conclusions

Faculty's awareness of and attitudes toward international education seem to be quite positive, although faculty do not seem to be convinced of the dedication of the university's top leadership.

Faculty's awareness of study abroad programs and international activities is quite positive, while participation or involvement in these activities could be improved especially as a result of faculty incentives regarding financial support and teaching load.

If Ball State is going to continue to internationalize the curriculum, the method most highly supported by faculty is that of infusion--to introduce comparative, international, and cross-cultural dimensions into pre-existing courses throughout the curriculum. Since most faculty are fairly or somewhat satisfied with the level of internationalization of the curriculum **increased** or continued internationalization may be difficult.

Although Ball State faculty do acknowledge important benefits from international involvement, especially those of increased international understanding and increased cultural awareness, the awareness of and attitudes toward incentives provided to faculty for international involvement is fairly weak.

Although Ball State does provide special travel allowances, which was ranked the most important incentive for international involvement, to faculty for international opportunities the majority of faculty still do not feel or appear to be aware that Ball State provides incentives for international involvement.

The College of Architecture and possibly the Teachers College are the two most internationally aware colleges.

Recommendations

The university's top leadership needs to be more convincing of their dedication to international education. They must convince the faculty that international education is a high priority. This should or could be done by increased support through funding and publicity of the available funds and support.

Because faculty's awareness of international study abroad programs and international activities is good, Ball State's administration should focus on the areas that appear to be preventing faculty participation in international programs and activities. Since financial support and teaching load are considered the major preventive factors to internationalization, efforts to overcome them should be undertaken. Ball State could offer increased financial support through Wings for the Future dollars, or other fund raisers involving past participants in study abroad programs as well as offer a reduced teaching load for those that involve themselves in international programs or activities.

Ball State should continue to internationalize the curriculum through the infusion--to introduce comparative, international, and cross-cultural dimensions into pre-existing courses throughout the curriculum. This method is likely to be most supported by

faculty. The majority of faculty are satisfied with the level of internationalization of the curriculum. Therefore, more incentives for continued or increased internationalization of the curriculum need to be established. In addition increased monitoring of the curriculum, such as submission of course syllabi to a curriculum committee for approval on international content, needs to be established.

Ball State needs to publicize and develop additional special travel allowances, because faculty consider these to be the most important incentive toward international involvement. If this information could be provided verbally down the chain of command thus showing more commitment to internationalization, it would probably be more effective.

Further study should be done on the College of Architecture and the Teachers College, which would hopefully provide more insight into why these colleges seemed to have higher levels of awareness and involvement with international education. From such study, possible ways might be identified to increase the awareness and involvement with international education in other colleges.

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